R E P O R T  R E S U M E S

ED 013 449 24 AL 000 669

CLASSROOM EXPERIMENT TO MEASURE THE RELATIVE EFFICIENCY OF TWO DIFFERENT LINGUISTIC MODELS IN THEIR APPLICATION TO THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE.

BY- WOHL, MILTON
MICHIGAN UNIV., ANN ARBOR

REPORT NUMBER BR-6-8200 PUB DATE FEB 67
CONTRACT OEC-3-6-068200-0668
EDRS PRICE MF-$0.25 HC-$1.80 45P.

DESCRIPTORS- *ENGLISH (SECOND LANGUAGE), *TRANFORMATION THEORY (LANGUAGE), *PERFORMANCE TESTS, TEST INTERPRETATION, LANGUAGE TESTS, MEASUREMENT INSTRUMENTS, PATTERN DRILLS (LANGUAGE), TAGMEMIC ANALYSIS, COMPARATIVE TESTING, QUITO, EQUADOR,

THIS STUDY, CONDUCTED IN QUITO, EQUADOR FROM MAY THROUGH JULY, 1966, WAS DESIGNED TO INVESTIGATE THE FEASIBILITY OF USING TRANSFORMATIONAL CONCEPTS, SYMBOLS, AND TERMINOLOGY DIRECTLY IN THE CLASSROOM. FORTY-FOUR GIRLS AGED TWELVE TO FIFTEEN WERE DIVIDED INTO A CONTROL AND AN EXPERIMENT GROUP AFTER BEING GIVEN GENERAL INTELLIGENCE TESTS AND TWO PRE-TESTS ON ENGLISH VOCABULARY AND AURAL COMPREHENSION. THE INSTRUCTIONAL MATERIALS GIVEN TO ALL THE STUDENTS CONSISTED OF 42 LESSONS, EACH CONTAINING A SHORT DIALOG, VOCABULARY, AND A GRAMMAR FRAME. IN ADDITION, THE EXPERIMENTAL GROUP RECEIVED A TRANSFORMATIONAL ANALYSIS OF THE GRAMMAR FRESENTED IN THE FRAME. GRAMMAR POINTS FROM THE FRAMES WERE LATER TESTED IN FOUR POST-TESTS. ASSUMING THAT NEITHER GROUP WAS INNATELY SUPERIOR, RESULTS SHOWED LITTLE OR NO DIFFERENCE BETWEEN GROUPS IN THE EARLY POST-TESTS, BUT A MARKED INCREASE IN POST-TEST NO. 4 IN FAVOR OF THE EXPERIMENTAL GROUP. BECAUSE OF THE APPARENTLY INCONCLUSIVE RESULTS OF THE STUDY, THE AUTHOR SUGGESTS THAT THIS TYPE OF EXPERIMENT WOULD BE MORE VALUABLE CONDUCTED OVER A LONGER PERIOD OF TIME. THE REPORT ALSO INCLUDES SAMPLE INSTRUCTIONAL MATERIALS AND THE MEASURING INSTRUMENTS USED IN THE TESTS. (FB)

ED013449

FINAL REPORT

BR- ~~Project No.~~ 6-8200
Contract No. OEC-3-6-068200-0668
PA-24

# *Classroom Experiment to Measure the Relative Efficiency of Two Different Linguistic Models in Their Application to the Teaching of English as a Foreign Language*

MILTON WOHL

The University of Michigan
Ann Arbor, Michigan

*February 1967*

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

AL 000 669

# CLASSROOM EXPERIMENT TO MEASURE THE RELATIVE EFFICIENCY OF TWO DIFFERENT LINGUISTIC MODELS IN THEIR APPLICATION TO THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

Project No. 6-8200
Contract No. OEC-3-6-068200-0668

Milton Wohl

February 9, 1967

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

The University of Michigan

Ann Arbor, Michigan

Contents.


| | |
|---|---|
| Introduction | 1 |
| Method | 3 |
| Results | 5 |
| Discussion | 12 |
| Conclusions, Implications and Recommendations | 14 |
| Summary | 15 |
| References | 17 |
| Appendices | |
| Appendix A, Measuring Instruments | 19 |
| Appendix B, Sample Instructional Materials | 33 |

## Introduction.

The development of systematic, efficient pedagogical materials for the teaching of a foreign language must rely on a particular model or theory of grammar. The two models of most pertinence to this study may be termed "slot-and-substitution" (Cf. Fries, Pike, et al) and "generative transformational" Cf. Chomsky, Lees, et al).

To date, numerous pedagogical texts and other instructional materials based on the "slot-and-substitution" model have been developed for the teaching of English as a foreign language. The best known examples are the texts used to teach grammar and pattern practice at the English Language Institute of the University of Michigan and elsewhere. (1) (2) These texts and others also based on the "slot-and-substitution" model have generally been acclaimed as more efficient than earlier pedagogical grammars and have enjoyed wide acceptance in most places where English as a foreign language is taught.

Although such materials are generally recognized as being superior to earlier texts it is now felt by some people who are concerned with the theoretical aspect of language models that these materials are based on an unduly concrete conception of grammatical structure. (3)

The more recent of the two theories, hereafter to be referred to as "transformational", rejects one of the basic concepts propounded by the structuralists, and hence accepted in the "slot-and-substitution" theory, viz., the concept of language as observable behavior, as being inadequate to the task of providing a structural description of a natural language. Transformational theory distinguishes "performance" from "competence" of the speaker/hearer. Competence can be defined as the latent ability of the native speaker to generate an infinite number of well-formed sentences and to understand other sentences which he may never have heard or seen before. Performance, on the other hand, relates to only those sentences which the speaker has actually produced. Another key concept in Chomsky's theory is the distinction made between "surface" structure and "deep" structure. Surface structure refers to the terminal strings of linguistic units (i.e., words) realized in speech or writing, i.e., the actual sentences produced by a native speaker. Deep structure refers to those abstract elements which underlie a given sentence. And it is from these underlying syntactic elements that actual sentences, i.e., the pronounceable strings of morphemes that

manifest the surface structure, are derived. Thus ordinary sentences are only the most superficial representation of syntactic structure, while deep structure refers to the most abstract, underlying elements of language. One advantage that transformational theory provides is that it can resolve many of the structural ambiguities present in the surface structure by getting at the deep structure. Another contribution that transformational theory has made to the study of language is that it provides procedures by which relationships among sentences can be shown in an explicit manner.

Transformational grammar purports to make explicit that knowledge or competence of the native speaker which enables him to generate an infinite number of well-formed sentences. For these and other reasons, certain implications for the application of transformational theory to the teaching of English as a foreign language suggest themselves. A linguistic model which allows one to get at the deep structure which underlies the terminal strings suggests great promise for making the acquisition of a foreign language more efficient. It seems reasonable to expect that the more precise and explicit ordering of the grammatical patterns, the more explicit rules for sentence formation, and the greater insight into the deep structures of the syntactic component would make possible a pedagogical grammar which would help to impart this insight into the operations of a grammar.

The application of transformational theory to the teaching of English as a foreign language is still in its infancy. Direct application is made difficult due to the use of certain abstract concepts which at best can only be hinted at in the usual grammar frame where only surface structure can be illustrated. Yet it is partly due to these abstractions that transformational theory can generate such powerful rules. A few pedagogical texts based on this theoretical model have been produced for teaching English to native speakers, but very few have been attempted for English as a foreign language. A series of texts, perhaps more accurately described as teacher guides, (4) is now being developed in Bogota, Colombia which is based on a transformational analysis of English. However, it cannot be considered a direct application since it presents only surface structure in the classroom, and does not utilize the graphic devices or abstract symbols so characteristic of the theory.

The distinction between formal grammars and pedagogical grammars is well understood and needs no further elaboration

here. The question arises as to whether it would be feasible to employ certain transformational concepts, symbols and terminology, on a somewhat abstract level, directly in the classroom. And would this innovation enhance the language acquisition of the students? Stated differently, does transformational grammar, at a certain level of abstractness, have any "psychological reality" for students of a particular age group, when used as a pedagogical device in the teaching of the syntactic component of the grammar?

## Method.

The experiment was of matched group design with both groups being taught by the experimenter in order to eliminate the variable of "teacher performance". The study was conducted in a small private school in Quito, Ecuador with a group of girls, initially 44 in number, representing the first year class of the secondary division ("Bachillerato"). The students were in their seventh year of schooling, having completed six years of primary school. Kindergarten is not a regular part of the educational system in Ecuador, and first grade is usually entered at about age six. The students ranged in age from 12 years 1 month to 15 years 11 months. About 70 per cent had studied English for five and six years in primary school. Four students reported no previous instruction at all.

The school was a rather expensive one with almost all students coming from upper middle class or wealthy families. The language spoken in the home was Spanish. One of the students had lived in the States for two years during early childhood and consequently her test scores are not included in the results.

The experiment was conducted during the last three months of the school year, from May through July, 1966. There were five class periods per week, averaging 43 minutes per class.

At the outset of the study the students were given a questionnaire asking for their exact age in months, previous study of English, and a few other minor questions. A test of global intelligence or mental ability was then administered. This instrument was a Colombian adaptation of a Spanish version of the Otis Quick-Scoring Mental Ability Test which had been originally translated into Spanish and adapted for Puerto

Rico. An examination of the original Otis Test and the Colombian version showed considerable similarity between them (See Appendix A). Since, however, norms for the latter have not yet been established, the raw scores of same are used throughout this study as a rough assessment of mental ability.

Two pre-tests were also administered. Pre-test A was based on Part I, Vocabulary, of the Cooperative Inter-American Tests, Primary Level-Form AE; but instead of using the drawings employed in that instrument the experimenter called out the stimulus word to be identified by the students (See Appendix A). Pre-test B was a teacher-made instrument testing mainly aural comprehension, in which the students were asked a question in English and were required to select the appropriate answer from among those listed in the answer sheet (See Appendix A).

Instructional materials used in this experiment were especially prepared by the experimenter. Two charts illustrating nouns and verbs were also employed in the classroom. Forty-two units or lessons were presented to the students and the grammatical points contained therein were tested in four post-tests. For an outline or index of grammatical patterns taught see Appendix B. (Actually, seven additional lessons were taught to a reduced number of the original group, but because of the small and unequal number of students from each group test data for this extended instruction period is not included in this report.)

A typical lesson contained a short dialog, a vocabulary section, and a grammar frame followed by oral drills. Pronunciation was taught only informally through the dialogs. The lessons were reproduced by mimeograph and distributed to the students. The students' copy contained only a few of the oral drills, and these were assigned for written homework. Students in the experimental group, hereafter designated as Group X, received additional materials which consisted of a transformational analysis of the grammar pattern illustrated in the grammar frame (See Appendix B). The control group, hereafter designated as Group C, did not receive this experimental material, and in general was unaware of its existence.

Both groups were together in the same classroom for that portion of the lesson covering the dialog, new vocabulary when present, and the regular grammar frame (in non-experimental form). At this point one group, let us say the control group,

Group C, was sent outside with the experimental group Group X remaining in their seats. Group X was then presented with a transformational analysis of the grammar pattern just previously given to all students. This presentation, usually lasting from one to three minutes, was then followed by oral drills. These students were then sent outside and the control group returned to the classroom. Instead of the transformational analysis, these students received a brief review of the grammar frame as previously presented. This was followed by the same oral drills which the other group had received. The two groups alternated as to which received this phase of the instruction first. The local teacher was generally present in the classroom.

A total of four post-tests were administered at various intervals during and at the end of the instruction period. For the last two exams the students were tested concurrently in two separate classrooms, the local teacher in one and the experimenter in the other, in order to minimize the possibility of copying.

## Results.

The students had been divided into two groups on the basis of raw scores on the mental ability test and chronological age, with some consideration given to amount of previous instruction in English. Three factors can be considered in trying to evaluate the equality of the two groups, viz., raw scores on the mental ability test, chronological age, and pre-tests A and B. The results of a comparison of these factors is given in Table 1. While the experimental group, Group X, tests out as slightly brighter, the differences are quite small and are not significant at the five per cent level. Pre-test A favored the control group, Group C, while Group X had a slight edge in pre-test B. The difference favoring the latter was quite small, with a t ratio of .28, whereas the margin of superiority for Group C was substantially greater, with a t ratio of 1.05. Neither difference, however, was significant at the five per cent level.

There is, consequently, little evidence to indicate that either group was innately superior to the other. If in fact one group did possess an initial advantage, one might suspect that it lay with Group C on the basis of the better performance on pre-test A.

Since an overall superiority in language performance was not necessarily the outcome to be expected, the post-tests

TABLE 1

INITIAL COMPARISON OF EXPERIMENTAL (X) AND CONTROL (C) GROUPS ON FOUR VARIABLES

| Variable[a] | Group C $N_1$ | Group X $N_2$ | Mean $M_1$ | Mean $M_2$ | $M_2-M_1$ | t Ratio |
|---|---|---|---|---|---|---|
| 1 | 21 | 21 | 27.40 | 28.30 | .90 | .35 |
| 2 | 21 | 21 | 161.80 | 160.40 | -1.40 | - .42 |
| 3 | 20 | 21 | 12.30 | 11.50 | - .80 | -1.05 |
| 4 | 20 | 21 | 9.40 | 9.80 | .40 | .28 |

All differences not significant.

[a]Variables are as follows:

1 - Raw scores, mental ability test.
2 - Age in months.
3 - Raw scores, pre-test A.
4 - Raw scores, pre-test B.

were examined in two major ways. The first analysis is intended to disclose whether the experimental variable produced any significant differences in achievement when grouped according to the grammatical categories embodied in the four post-tests. In general the test scores for both groups were fairly close together (See Table 2). In only one category, viz., concordance of article and noun phrase (in tests 2 and 3) did Group C perform better. In all other categories, Group X had higher mean scores. In some categories (e.g. A, B, C, E and I) the differences were slight, while in the others the differences were more marked. None of the differences, however, were significant at the five per cent level.

The second major way to examine the data was to view the test results chronologically according to the total scores on each of the four post-tests. This second analysis was for the purpose of comparing the test results obtained by both groups in the early post-tests and in the later ones. In table 3 we note that while the statistical computations yield no significant differences, there is a trend of increasing gain favoring the experimental group, Group X. That is, whereas Group C was actually slightly favored in the first two post-tests, the third and fourth post-tests favored Group X by ever increasing margins, with t ratios of .46 and 1.65 respectively.

Since there were unequal N's in post-test 4 the attempt was made to match students from both groups who were present for the final test. It was possible to match eight students rather closely on the basis of the raw scores of mental ability and chronological age. As can be seen in Table 4, the control group was here slightly brighter, although the difference between the means was very small and certainly not significant. As had also occurred with the larger grouping, pre-test A favored the control group and the experimental group was favored slightly in pre-test B.

Analyzing this sub-group according to test scores by grammatical categories we find that the results are in general quite similar to those of the larger groups, but this time producing a difference in category G which is significant at the five per cent level. All other differences were not significant (See Table 5).

Viewing the test results of the matched pairs chronologically we can observe the same trend (See Table 3) that had

TABLE 2

SUMMARY STATISTICS OF EXPERIMENTAL (X) AND CONTROL (C) GROUPS
BY GRAMMATICAL CATEGORIES

| Variable[a] | Group C $N_1$ | Group X $N_2$ | Mean $M_1$ | Mean $M_2$ | $M_2-M_1$ | t Ratio |
|---|---|---|---|---|---|---|
| A | 21 | 21 | 4.38 | 4.71 | .33 | .34 |
| B | 21 | 21 | 5.33 | 5.95 | .62 | 1.13 |
| C | 21 | 21 | 23.67 | 23.95 | .28 | .14 |
| D | 21 | 21 | 18.86 | 17.71 | -1.15 | -1.21 |
| E | 21 | 21 | 24.14 | 25.43 | 1.29 | .35 |
| F | 21 | 18 | 1.71 | 2.33 | .62 | 1.24 |
| G | 21 | 18 | 5.28 | 6.11 | .83 | 1.19 |
| H | 21 | 18 | 11.81 | 13.11 | 1.30 | 1.33 |
| I | 21 | 18 | 2.81 | 3.11 | .30 | .59 |
| J | 21 | 18 | 5.90 | 6.94 | 1.04 | 1.72 |

All differences not significant.

| [a]Grammatical Categories | From Post-tests |
|---|---|
| A - Short answers | 1 |
| B - Vocabulary | 3 |
| C - Concord, subject-verb | 1,2,3 |
| D - Concord, article-noun | 2,3 |
| E - Transforms, negative and interrogative | 1,2,3 |
| F - Concord, noun-pronoun | 4 |
| G - Selection of negative form, Be vs. Do | 4 |
| H - Morphology/syntax, recognition | 4 |
| I - Selection of slot filler | 4 |
| J - Wh transform, recognition | 4 |

TABLE 3

SUMMARY STATISTICS OF EXPERIMENTAL (X) AND CONTROL (C) GROUPS
BY POST-TESTS 1-4

| Post-test | Group C $N_1$ | Group X $N_2$ | Mean $M_1$ | Mean $M_2$ | $M_2-M_1$ | t Ratio |
|---|---|---|---|---|---|---|
| 1 | 21 | 21 | 17.00 | 16.90 | - .10 | - .03 |
| 2 | 21 | 21 | 23.00 | 22.95 | - .05 | - .03 |
| 3 | 21 | 21 | 36.40 | 37.95 | 1.55 | .46 |
| 4 | 21 | 18 | 27.50 | 31.60 | 4.10 | 1.65 |

All differences not significant.

TABLE 4

INITIAL COMPARISON OF MATCHED PAIRS
FROM EXPERIMENTAL (X) AND CONTROL (C) GROUPS ON FOUR VARIABLES

| Variable[a] | Group C $N_1$ | Group X $N_2$ | Mean $M_1$ | Mean $M_2$ | $M_2-M_1$ | t Ratio |
|---|---|---|---|---|---|---|
| 1 | 8 | 8 | 28.50 | 28.30 | - .20 | - .10 |
| 2 | 8 | 8 | 155.10 | 155.90 | .80 | .23 |
| 3 | 8 | 8 | 12.00 | 10.88 | -1.12 | -1.07 |
| 4 | 8 | 8 | 9.25 | 9.50 | .25 | .14 |

All differences not significant.

[a]Variables are as follows:

1 - Raw scores, mental ability test.
2 - Age in months.
3 - Raw scores, pre-test A.
4 - Raw scores, pre-test B.

TABLE 5

SUMMARY STATISTICS OF MATCHED PAIRS
FROM EXPERIMENTAL (X) AND CONTROL (C) GROUPS BY GRAMMATICAL CATEGORIES

| Variable[a] | Group C $N_1$ | Group X $N_2$ | Mean $M_1$ | Mean $M_2$ | $M_2-M_1$ | t Ratio |
|---|---|---|---|---|---|---|
| A | 8 | 8 | 4.38 | 4.50 | .12 | .08 |
| B | 8 | 8 | 5.50 | 6.13 | .63 | .68 |
| C | 8 | 8 | 23.63 | 24.75 | 1.12 | .44 |
| D | 8 | 8 | 19.25 | 18.88 | - .37 | - .38 |
| E | 8 | 8 | 25.13 | 26.25 | 1.12 | .21 |
| F | 8 | 8 | 2.38 | 2.50 | .12 | .18 |
| G | 8 | 8 | 4.63 | 6.50 | 1.87 | 2.34* |
| H | 8 | 8 | 11.00 | 12.63 | 1.63 | 1.66 |
| I | 8 | 8 | 3.00 | 2.88 | - .12 | - .19 |
| J | 8 | 8 | 6.00 | 7.13 | 1.13 | 1.12 |

*Significant at 5% level. All other differences not significant.

| [a]Grammatical Categories | From Post-tests |
|---|---|
| A - Short answers | 1 |
| B - Vocabulary | 3 |
| C - Concord, subject-verb | 1,2,3 |
| D - Concord, article-noun | 2,3 |
| E - Transforms, negative and interrogative | 1,2,3 |
| F - Concord, noun-pronoun | 4 |
| G - Selection of negative form, Be vs. Do | 4 |
| H - Morphology/syntax, recognition | 4 |
| I - Selection of slot filler | 4 |
| J - Wh transform, recognition | 4 |

obtained for the larger group, viz., that with little or no difference in the early post-tests, the difference favoring Group X rises sharply in post-test 4, amounting to a difference of 4.60 between the means and yielding a t ratio of 1.84 (See Table 6). As in the larger group, however, no differences were significant at the five per cent level.

## Discussion.

The null hypothesis stated that there would be no significant difference in language performance for two matched groups where one group is exposed to a certain variable, and the other is not. Language performance here refers to those tasks calling for the correct recognition or production of linguistic forms, principally morphological-syntactic, contained in the four post-tests administered during the study. These tasks are identified by the labeled grammatical categories A through J (See Table 2).

The task of vocabulary recognition was included in test no. 3 in order to have a neutral set of test items which might serve as a point of comparison that would be independent of the experimental variable, and which could serve as a check on the equality of the groups. However, this test category cannot be accepted a priori as evidence of the intrinsic superiority of either group since it was subsequently pointed out to this experimenter that even such a task as vocabulary recognition is affected by syntax and therefore not independent of the syntactic component.

As noted in the previous section, Group X obtained higher test scores in all categories except D, viz., concord between article and noun phrase, in tests no. 2 and 3. It is interesting to note however, that in a related category in test no. 4, viz., correlation between nouns and pronouns, Group X scored higher than Group C., although the differences in both cases were not significant.

It was thought that the special treatment received by Group X might be reflected by higher test scores in certain test categories, that the absence of the "generate by rules" presentation to Group C would favor this latter in one category, and that the other categories would favor neither group. More specifically, it was expected that the experimental variable would favor

TABLE 6

SUMMARY STATISTICS OF MATCHED PAIRS
FROM EXPERIMENTAL (X) AND CONTROL (C) GROUPS BY POST-TESTS 1-4

| Post-test | Group C $N_1$ | Group X $N_2$ | Mean $M_1$ | Mean $M_2$ | $M_2-M_1$ | t Ratio |
|---|---|---|---|---|---|---|
| 1 | 8 | 8 | 17.63 | 19.13 | 1.50 | .36 |
| 2 | 8 | 8 | 23.25 | 23.25 | 0.00 | .00 |
| 3 | 8 | 8 | 37.00 | 38.13 | 1.13 | .22 |
| 4 | 8 | 8 | 27.00 | 31.60 | 4.60 | 1.84 |

All differences not significant.

Group X in test categories E, G, H and I. This, in fact, did occur. The absolute differences in these categories, while not significant, are greater than those in the other categories. While it was conjectured that Group C would perform better in category H, viz., recognition of correct slot-filler, such was not the case. The vocabulary category has already been discussed above. Because the operation relating to concord represents a low level rule in transformational theory, results for this category were not expected to favor either group.

If we look at the test results chronologically grouping the data according to the four post-tests given, we note a mean difference of 4.10 and a t ratio of 1.65 for test no. 4, which, while not significant, does represent a much greater absolute and proportional difference than resulted in the first three tests. Post-test no. 1 was given in May, and post-test no. 4 in late July. It may be instructive to observe also that the bulk of test no. 4 is composed of precisely those grammatical categories for which a better performance was expected to be brought about through employment of the experimental variable.

One could argue that the higher performance in test no. 4 was due to the smaller N for Group X, caused by the absence of three students at the final exam. It can be pointed out, however, that in the summary statistics for the eight matched students, all of whom were present for test no. 4, the difference between the means and the t ratio was still larger (See Table 6).

## Conclusions, Implications, and Recommendations.

The evidence manifested by the post-test scores was not sufficiently strong to disprove the null hypothesis to the effect that there would be no significant difference in the test performance for the two groups. There was little evidence to indicate that the two groups were not, in fact, evenly matched. However, considering the limited period of instruction these results must be considered inconclusive.

A conclusion that can be made, however, is that the use of a deeper, more abstract analysis of the syntactic component with students in the twelve to fifteen age group, is not only feasible but also does not bring about any adverse effects.

While no differences were found to be statistically significant it is perhaps worthwhile to note two things about the test results. First, that the performance of Group X was consistently superior, and that the margin of superiority increased substantially as between the first post-test and the last. And secondly, that in the final test the greater differences were precisely in those grammatical categories for which the experimental variable was expected to produce better results.

The implication of this study is, therefore, that given a longer time period--say two years--an experiment of this kind might very well provide conclusive evidence that a deeper, more abstract analysis of the grammar along transformational lines would produce a significant difference in favor of the experimental group.

In light of the inconclusive nature of this study it is self-apparent that no recommendations regarding the use or non-use of an abstract transformational presentation in the classroom for students of this age group can be made at this time. The need for further experimentation along these lines is patent. In consideration of the fact that the feasibility of this kind of study has been demonstrated, the following recommendation is offered:

It is recommended that interested parties be encouraged to conduct a more extensive study along these lines for a period of at least two years in order to allow sufficient time for the instructional materials to reach deeper into the syntactic component and to also provide more time in which to appraise the effect of the experimental variable than was possible in the present study.

## Summary.

This study was designed to test the effectiveness of an application of generative transformational grammar to the teaching of English as a foreign language at the Junior-High School level. The experiment was of matched group design with both groups being taught by the experimenter. The students received instruction over a three-month period, with five class periods per week. The study focuses on the syntactic component of English. For the first part of each lesson both experimental and control groups were instructed jointly. For the latter part the groups were taught separately, with the experimental group receiving special treatment in the form of a transformational

analysis of a grammar pattern, whereas the control group did not receive this treatment but was given a brief review of the pattern in ordinary terms.

The evidence manifested by the post-test results was not sufficiently strong to disprove the null hypothesis to the effect that there would be no significant difference in the test performance for the two groups. There was little evidence to indicate that the two groups were not, in fact, evenly matched.

When the data is analyzed by grammatical categories it is seen that the experimental group scored higher in practically all categories, but the differences, with one exception, were not significant at the five per cent level.

An analysis of the data when viewed chronologically reveals little or no difference in the early post-tests but a marked increase in post-test 4 in favor of the experimental group, although the difference was still not significant. Considering the evidence, the results of this study must be considered inconclusive. However, it is felt that the period of instruction was not long enough to fully appraise the effect of the experimental variable, and that based on the demonstrated trend for better performance on the later post-tests, it does not seem to be too rash to predict that were the experiment to be continued for a longer period of time--say, at least two years--it would very likely produce significant differences in favor of the experimental group.

This study has proved that such an experiment is feasible and does not have any adverse effects. The recommendation to be made, therefore, is that a larger study of this kind be carried out for a period of at least two years.

References.

Books

1. Lado, R. and Fries, C. C. English Sentence Patterns. Ann Arbor: The University of Michigan Press, 1957, 1958, 322p.

2. Lado, R. and Fries, C. C. English Pattern Practices. Ann Arbor: The University of Michigan Press, 1957, 1958. 338p.

4. Instituto Linguistico Colombo-Americano, GUIA PARA LA ENSENANZA DEL INGLES EN LAS ESCUELAS DE NIVEL MEDIO. Primer Ano, Segundo Ano. Bogota, Colombia: Ministerio de Educacion Nacional. (Undated.) 323p.

Research report

3. Ritchie, W. C. Toward an Evaluation Procedure for the Syllabi of Courses in English as a Foreign Language. Unpublished report, Research and Materials Development Committee, English Language Institute, The University of Michigan. Spring 1964. 38p.

# APPENDICES

# APPENDIX A

# MEASURING INSTRUMENTS

NOMBRES: ..... VALORACION

APELLIDOS: ..... E.M. ..... C.I. .....

EDAD: Años..... Meses..... Fecha..... Puntos: .....

INSTRUCCIONES (Orales):

1º La PRUEBA debe realizarse con la mayor RAPIDEZ posible, porque el TIEMPO es LIMITADO.
2º NO le conceda a una CUESTION o PREGUNTA sino el TIEMPO necesario, si NO PUEDE RESOLVERLA déjela y SIGA.
3º Si le sobra TIEMPO revise su trabajo. Procure llegar al FINAL, dejando de lado lo que no pueda hacer con rapidez.
4º La SOLUCION de cada CUESTION se anota dentro del PARENTESIS que está al final.
5º Los EJEMPLOS que vamos a ver a continuación le darán una IDEA de lo que tiene que hacer.

EJEMPLOS:

a) PROFESOR es a ALUMNO como SUPERIOR es a
1.—Discipulo. 2.—Hijo. 3.—Soldado. 4.—Inferior. 5.—Nieto ... ( 4 )

b) ANOTE, dentro del PARENTESIS, el NUMERO que continúe esta SERIE:
27 33 39 45 ... ... ... ... ... ... ... ... ... ... ... ( 51 )

c) Con las siguientes PALABRAS se puede construir una FRASE. Si la idea que ellas expresan es VERDADERA, escriba una V, y si es FALSA escriba una F.
DIOS NOSOTROS CON SIEMPRE ESTA ... ... ... ... ... ( V )

d) ¿Cuál de los siguientes OBJETOS no pertenece al GRUPO?
1.—Pantalón. 2.—Guantes. 3.—Reloj. 4.—Camisa. 5.—Sombrero ( 3 )

1.—PREGUNTA es a RESPUESTA como PROBLEMA es a
1.—Inteligencia. 2.—Resultado. 3.—Raciocinio. 4.—Solución.
5.—Enredo ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

2.—BICICLETA es a MANUBRIO como AUTOMOVIL es a
1.—FRENO. 2.—GASOLINA. 3.—TIMON. 4.—CAPOTA. 5.—PITO .. ( )

3.—¿Qué NUMERO sigue en esta SERIE?
3 9 15 21 ... ... ... ... ... ... ... ... ... ... ... ... ( )

4.—CABALLO es a ESTABLO como PERSONA es a
1.—HERMANO. 2.—SILLA. 3.—CASA. 4.—CONDUCTA. 5.—TALLER ( )

5.—¿Qué número está en el OCTAVO LUGAR, después del inmediatamente ANTERIOR al 6?
1 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 . .... ... ( )

6.—Con las siguientes PALABRAS se puede FORMAR una FRASE. Si el SENTIDO es VERDADERO escriba una V, al final, si es FALSO escriba una F.
NO AVES NIDO HACEN ... ... ... ... ... .. .... ... ... ... ( )

7.—Con las siguientes PALABRAS se puede FORMAR una FRASE. Si la IDEA expresada en ella es VERDADERA escriba una V, al final, si es FALSA escriba una F.
NUNCA NAVEGABLES LOS SON RIOS ... ... ... ... ... ... ... ( )

8.—¿Qué NUMERO sigue en esta SERIE?
4 11 18 25 32 ... ... ... ... ... ... ... ... ... ... ... ( )

9.—Con las siguientes PALABRAS se puede FORMAR una FRASE. Si la IDEA expresada en ella es VERDADERA escriba una V, al final, si es FALSA escriba una F.
LAS PRODUCEN CAUSAS EFECTOS ... ... ... ... ... ... ... ( )

10.—CASTIGO es lo mismo que
1.—SANCION. 2.— CULPA. 3.—CONDUCTA. 4.—AUTORIDAD.
5.—REGAÑO ... ... ... ... ... ... . ... ... ... ... ... ... ( )

11.—LUIS tiene 20 centavos. Si tuviera 8 centavos MENOS, tendría la MITAD de lo que tiene EDUARDO. ¿Cuántos CENTAVOS MAS que LUIS tiene EDUARDO?
a) 7 centavos. b) 4 centavos. c) 3 centavos. d) 6 centavos.
e) 8 centavos ... ... ... . ... ... ... ... ... ... ... ... ... ( )

12.—UNO es a SINGULAR como VARIOS es a
1.—ALGUNO. 2.—FEMENINO. 3.—MUCHOS. 4.—PLURAL.
5.—PARTICULAR ... ... ... ... ... ... ... ... ... ... ... ... ( )

13)—¿Cuál entre estos OBJETOS no debe estar en el GRUPO?
1.—LIRA. 2.—VIOLIN. 3.—DULZAINA. 4.—BATUTA. 5.—GUITARRA ( )

14.—¿Cuál entre estos OBJETOS no debe estar en el GRUPO?
1.—GARROCHA. 2.—VENABLO. 3.—PESAS. 4.—SALTO. 5.—BATE ( )

15.—Cada uno es IGUAL a si mismo. ¿Cuál es, entre las AFIRMACIONES siguientes la más EXACTA?
1.—Hay personas que son idénticas.
2.—Los seres humanos son DIFERENTES por sus APTITUDES.
3.—Las personas tienen Inteligencia... ... ... ... ... ... ... ( )

16.—¿Cuál, entre las palabras siguientes, NO CORRESPONDE al GRUPO?
1.—LEGUMBRES. 2.—CARNES. 3.—ENSALADAS. 4.—SOPAS.
5.—SERVILLETAS ... ... ... ... ... ... ... ... ... ... ... ... ( )

17.—¿Qué NUMERO puede continuar la siguiente SERIE?
100 85 70 55 40 ... ... ... ... ... ... ... ... ... ... ( )

18.—¿Qué NUMERO puede continuar la siguiente SERIE?
12 24 36 48 60 ... ... ... ... ... ... ... ... ... ... ... ( )

19.—MEDICO es a PSICOLOGO como ORGANISMO es a
1.—CORAZON. 2.—ATENCION. 3.—PSIQUISMO. 4.—MEDICINA.
5.—RECUERDO ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

20.—Si AFIRMAMOS que una PERSONA es ALTRUISTA, queremos decir
1.—AMABLE. 2.—CORTES. 3.—MEZQUINA. 4.—VIRTUOSA.
5.—BENEFACTORA ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

21.—HILO es a TELA como HIDROGENO es a
1.—TEJIDO. 2.—MADEJA. 3.—OXIGENO. 4.—AGUA. 5.—GAS ... ( )

22.—La PUERICULTURA se refiere a
1.—FRUTAS. 2.—NIÑOS. 3.—ABEJAS. 4.—HUERTOS.
5.—CONDUCTA ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

23.—¿Qué LETRA debe continuar esta SERIE?
E G I K M ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

24.—¿Qué NUMERO está ERRADO en la siguiente SERIE?
2 18 19 34 50 ... ... ... ... ... ... ... ... ... ... ... ... ( )

25.—ANOTE al final, dentro del PARENTESIS, la LETRA que en el ALFABETO ocupa el MISMO LUGAR que la LETRA *M* en la palabra INALAMBRICO. (Sin contar la CH) ... ... ... ... ... ... ... ... ... ... ( )

26.—¿Qué LETRA está DE MAS en esta SERIE?
W V U T Q ... ... ... ... ... ... ... ... ... ... ... ... ... ... ...( )

27.—JORGE es MAYOR que LUIS. ENRIQUE es MAYOR que JORGE. LUIS es MENOR que ENRIQUE
1.—VERDAD. 2.—FALSO. 3.—NO SE SABE ... ... ... ... ... ... ( )

28.—Con las SIGUIENTES PALABRAS se puede formar una FRASE. Si el SENTIDO de ella es VERDADERO escriba una V, al final. Si es FALSO escriba una F.
INUNDACIONES Y CASAS DESTRUIR LAS NO PUEDEN SEMBRADOS ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

29.—¿Qué NUMERO sigue en la siguiente SERIE?
20 16 15 14 10 9 ... ... ... ... ... .. . ... ... ... ... ( )

30.—SI PADRE e HIJO son VARONES, escriba V, a menos que 7 y 8 sean 15, en cuyo caso no podrá escribir sino la letra Q ... ... ... ... ... ( )

31.—Con las siguientes PALABRAS se puede FORMAR una FRASE. Si la IDEA que ella expresa es VERDADERA escriba unaV al final, si es FALSA escriba una F.
NO CONSECUENCIAS BUENAS IRA TRAE LA ... ... ... ... ... ( )

32.—¿Qué LETRA en la PALABRA *"PARIENTE"* OCUPA el mismo LUGAR que le corresponde en el ALFABETO? ... ... ... ... ... ... ... ... ... ( )

33.—La CORTEZA es para el ARBOL y la VAINA para el frijol como la PIEL es para el
1.—HUEVO. 2.—METAL. 3.—ANIMAL. 4.—CURTIDOR.
5.—ZAPATERO ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

34.—¿Qué NUMERO no CORRESPONDE en esta SERIE?
3 9 26 81 243 ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

35.—¿Qué letra debe continuar en la siguiente SERIE?
A C F J ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

36.—Si ALBERTO es MAYOR que JAIME y JAIME es de la MISMA edad que JORGE, entonces JORGE es..... que JUAN.
1.—MAYOR. 2.—MENOR. 3.—DE IGUAL EDAD. 4.—NO SE SABE ( )

37.—¿Cuál es el NUMERO que debe seguir en la siguiente SERIE?
30 28 25 21 16 .... ... ... ... ... ... ... ... ... ... ... ...( )

38.—OCCIDENTE es a SUR como ORIENTE es a
1.—NORTE. 2.—NOROESTE. 3.—SUROESTE. 4.—SURESTE.
5.—NORESTE ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

39.—¿Qué NUMERO no corresponde a esta SERIE?
8 18 50 34 12 5 ... ... ... ... ... ... ... ... ... ... ... ... ( )

40.—¿Qué PALABRA no debe estar en el siguiente GRUPO?
1.—BENEFACTOR. 2.—ALTRUISTA. 3.—FILANTROPO.
4.—CARITATIVO. 5.—CREYENTE ... ... ... ... ... ... ... ... ... ( )

41.—¿Qué letra debe seguir o continuar esta SERIE?
A B C D F E G ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

42.—En la siguiente SERIE de números BUSQUE el NUMERO que sigue al 12, con la misma DISTANCIA que la LETRA L sigue a la LETRA I en el ALFABETO. (Sin contar CH) ... ... ... ... ... ... ... ... ... ... ...( )
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 ..... ( )

43.—Si todas las MUJERES usan ZAPATOS, ¿una MUJER ALTA usará?
1.—ZAPATOS GRANDES. 2.—ZAPATOS PEQUEÑOS.
3.—ZAPATOS. 4.—ZAPATAZOS ... ... ... ... ... ... ... ... ... ... ( )

44.—¿Qué NUMERO debe seguir en esta SERIE?
16 21 17 22 18 23 ... ... ... ... ... ... ... ... ... ... ... ... ( )

45.—Los BARBAROS de ATILA entraban a SAQUEAR las CIUDADES para:
1.—QUEMAR. 2.—DESTRUIR. 3.—TALAR. 4.—EXPOLIAR.
5.—DERROTAR ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

46.—¿Cuál es el NUMERO que sigue en esta SERIE?
54 51 45 33 ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

47.—El GAS es para la ESTUFA como el OXIGENO es para el
1.—AGUA. 2.—CUERPO. 3.—HIDROGENO. 4.—MINERAL.
5.—PETROLEO ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

48.—Qué NUMERO debe seguir a la SERIE:
12 15 21 33 57 ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

49.—SUPERFICIE es a VOLUMEN como LINEA es a
1.—CIRCULO. 2.—ANGULO. 3.—RECTANGULO.
4.—CUADRADO. 5.—SAGITA ... ... ... ... ... ... ... ... ... ... ... ( )

50.—¿Qué DISTANCIA en KILOMETROS recorrerá un TREN, en 5 MINUTOS, si CORRE con la MITAD de la VELOCIDAD de un AUTOMOVIL que lleva 60 KILOMETROS por hora? ... ... ... ... ... ... ... ... ... ( )

51.—Un AVION debe tener en todos los casos:
1.—PASAJEROS. 2.—HELICES. 3.—CABINEROS.
4.—GONIOMETRO. 5.—FORMA ... ... ... ... ... ... ... ... ... ... ( )

52.—¿Cuál es el NUMERO que debe seguir en esta SERIE?
51 55 60 66 73 ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

53.—En la siguiente SERIE de LETRAS, ¿cuántas de ESTAS están JUNTO a una VOCAL, pero al mismo tiempo DESPUES de la M o de la N?
M O R T A I S N R I L ... ... ... ... ... ... ... ... ... ... ... ( )

54.—¿Qué NUMERO debe seguir en esta SERIE?
2 B 9 C 6 D 13 E ... ... ... ... ... ... ... ... ... ... ... ... ( )

55.—En la SERIE siguiente. ¿CUANTAS LETRAS están colocadas DESPUES de la C, pero que al mismo tiempo estén SITUADAS ANTES de la N y DESPUES de la O?

A B I C D H J K O P H N Z Q X ... ... ... ... ... ... ... ... ( )

56.—Si 20 OBREROS, para hacer 80 piezas de paño NECESITAN 40 días, ¿CUANTOS días NECESITARAN 12 obreros para hacer 50 piezas? ... ( )

57.—En la siguiente SERIE, ¿CUANTAS LETRAS al mismo TIEMPO van INMEDIATAMENTE seguidas de un NUMERO IMPAR y PRECEDIDAS de un NUMERO MAYOR que 5?

C 2 B 6 M 3 L 4 B 8 N 1 H 5 ... ... ... ... ... ... ... ... ... ( )

58.—Supongamos que en el CAMPEONATO PROFESIONAL "MILLONARIOS" está a la CABEZA, "AMERICA" ocupa el QUINTO puesto y el "BUCARAMANGA" un LUGAR INTERMEDIO entre ambos. Si el "SANTA FE" va por ENCIMA del "AMERICA" y el "CALI" aparece clasificado inmediatamente DESPUES del "BUCARAMANGA", ¿qué equipo ocupa el SEGUNDO PUESTO en el CAMPEONATO?
1.—MILLONARIOS. 2.— SANTA FE. 3.—CALI. 4.—AMERICA.
5.—BUCARAMANGA ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

59.—Una de las DOS SERIES siguientes está en ORDEN OPUESTO a la OTRA, excepto en RELACION con un NUMERO. ANOTE al final qué NUMERO es ESE.
8 9 10 8 10 9 ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

60.—Un HECHO ANACRONICO es un HECHO:
1.—SINCRONIZADO. 2.—CRONOMETRADO. 3.—EXTEMPORANEO.
4.—CRONOLOGICO. 5.—CRONICO ... ... ... ... ... ... ... ... ... ( )

61.—¿Cuál de las PALABRAS siguientes NO corresponde al GRUPO?
1.—CAUCE. 2.—CAUDAL. 3.—RIACHUELO. 4.—IRRIGACION.
5.CURSO ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

62.—¿Cuál de las SIGUIENTES PALABRAS está INTIMAMENTE relacionada con ESTAR?
1.—VIVIR. 2.—PENSAR. 3.—SER. 4.—SENTIR. 5.—ACTUAR ..... ( )

63.—La PALABRA ANATEMA significa lo mismo que:
1.—BLASFEMIA. 2.—TEMATICA 3.—INSULTO. 4.—MALDICION.
5.—RECHAZO ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

64.—EXISTENCIA es a MUERTE como PRESENCIA es a
1.—EXISTIR. 2.—PRESENTAR. 3.—AUSENCIA. 4.— VIVENCIA.
5.—ACTUALIDAD ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

65.—La SORDIDEZ es OPUESTA a la
1.—POBREZA. 2.—HUMILDAD. 3.—LIMPIEZA. 4.—PESADEZ.
5.—AVIDEZ ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

66.—Un SUPERVISOR obtiene en PRIMAS en una Empresa la TERCERA PARTE más DOS PESOS más de lo que recibe por SUELDO mensual. Si su SUELDO mensual es de $ 945, ¿CUANTO recibe por PRIMAS? ... ( )

67.—Entre las PALABRAS siguientes, ¿cuál de ELLAS tiene un SIGNIFICADO más aproximado a LAXITUD?
1.—LEXICO. 2.—INQUIETUD. 3.—DESANIMO. 4.—ABANDONO.
5.—SOMNOLENCIA ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

68.—Un EXPRESO lleva 6 minutos de RETARDO y sigue retardándose 3 SEGUNDOS por cada MINUTO. ¿Cuántos MINUTOS necesita para TENER UNA HORA DE RETARDO? ... ... ... ... ... ... ... ... ... ... ( )

69.—Entre las PALABRAS siguientes, ¿cuál tiene un significado más PROXIMO a CONCATENACION?
1.—TRIANGULACION. 2.—RELACION. 3.—REGRESION.
4.—ACCION. 5.—PRODUCCION ... ... ... ... ... ... ... ... ... ... ( )

70.—Un FERROCARRIL corre a 30 kilómetros por HORA y sale de la ESTACION ANTES que otro que CORRE a 50 KILOMETROS por hora. Si el SEGUNDO ferocarril alcanza al PRIMERO en un TIEMPO de 15 MINUTOS, ¿cuántos KILOMETROS los SEPARABAN en el momento de SALIR el SEGUNDO tren de la ESTACION? ... ... ... ... ... ... ( )

71.—Un ANIMAL tiene siempre:
1.—PLUMAS. 2.—CUERNOS. 3.—PICO. 4.—CELULAS. 5.—PATAS ( )

72.—La PALABRA "CUBIL" se aproxima en SIGNIFICADO a
1.—CUBO. 2.—CUBICAR. 3.—ARTEFACTO. 4.—GUARIDA. 5.—NUBIL ( )

73.—Un AUTOMOVIL puede hacer la MITAD de su CAMINO a una VELOCIDAD de 40 KILOMETROS por HORA, y la otra MITAD a razón de 50 kilómetros por HORA. Si el CAMINO es de 80 KILOMETROS, ¿cuánto TIEMPO gastará en RECORRERLO? ... ... ... ... ... ... ... ... ( )

74.—Responda al FINAL lo siguiente: E F H es a G F E como O P R es a ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

75.—Si A es igual a 2; C es igual a 4; D es igual a 6 y E es igual a 8, ¿a qué sería igual en CIFRAS la palabra CADECA? .. ... ... ... ... ... ... ( )

76.—Un VENDEDOR entrega al COMPRADOR, por cada COLOMBINA DOS caramelos; al llegar a su CASA el Comprador tiene un TOTAL de 300 entre COLOMBINAS y CARAMELOS. ¿Cuántos CARAMELOS posee? ( )

77.—NO hay ASNO que pueda VOLAR, pero ALGUN ASNO puede CONTAR. Siendo así
1.—ALGUN ASNO PUEDE VOLAR
2.—NINGUN ASNO PUEDE VOLAR (Marque la verdadera)
3.—NINGUN ASNO PUEDE CONTAR ... ... ... ... ... ... ... ( )

78.—ANOTE al final, dentro del PARENTESIS, la que sea VERDADERA. "No hay NINGUN HOMBRE Bueno. Pero ALGUNOS hombres NO son MALOS. En consecuencia:
1.—TODOS LOS HOMBRES NO SON MALOS
2.—NO HAY HOMBRE QUE NO SEA MALO
3.—NO TODOS LOS HOMBRES SON MALOS ... ... ... ... ... ( )

79.—El CAMINO X y el CAMINO Z, UNIDOS tienen una LONGITUD de 940 KILOMETROS. El camino Z tiene 370 KILOMETROS MENOS que el camino X. ¿Cuántos kilómetros tiene el camino X? ... ... ... ... ... ( )

80.—GOMEZ y RIVAS juegan AJEDREZ, centavos por partida GANADA. GOMEZ pierde en los DOS primeros juegos 68 centavos, y pierde en la SEGUNDA 6 MAS que en la PRIMERA; pero en la PRIMERA perdió 4 centavos MENOS que RIVAS en la TERCERA. ¿Cuánto PERDIO RIVAS en la TERCERA? ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

81.—Los ZAPATOS siempre tienen:
1.—CORDONES. 2.—OJETES. 3.—CHAROL. 4.— PUNTERA.
5.—CAUCHO ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

82.—¿Cuál es el NUMERO que debe seguir a esta SERIE?
35 33 36 34 37 35 ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

83.—Un GRUPO de PERSONAS tiene UNA TERCERA parte más de sujetos que un SEGUNDO GRUPO. Si éste tiene 3 personas MENOS que un TERCER GRUPO, ¿cuántas PERSONAS componen el PRIMER GRUPO? ( )

84.—La MONEDA es al CHEQUE como la DISCRECION es a la
1.—EXPRESION. 2.—RESERVA. 3.—DISCREPANCIA.
4.—LOCUACIDAD. 5.—CAMBIO ... ... ... ... ... ... ... ... ... ... ( )

85.—ANOTE al final el NUMERO de la VERDADERA: Las AVES vuelan y saltan. Los GUSANOS sólo se ARRASTRAN, entonces:
1.—LAS AVES COMEN GUSANOS
2.—LAS AVES NO SE ARRASTRAN
3.—LAS AVES A VECES SE ARRASTRAN ... ... ... ... ... ... ( )

86.—Diga Ud. ¿qué NUMERO es MAYOR que 10, en la MISMA PROPORCION que es INFERIOR a la MITAD de lo que es 30 a 10? ... ... ... ( )

87.—En las MAQUINAS siempre hay:
1.—BIELAS. 2.—MECANISMOS. 3.—EMBOLOS. 4.— PIÑONES.
5.—INYECTORES ... ... ... ... ... ... ... ... ... ... ... ... ... .... ( )

88.—Una EMPRESA tiene CUATRO SOCIOS. El Sr. GOMEZ obtiene del NEGOCIO un DOBLE beneficio que cada uno de los otros TRES SOCIOS; éstos, a su vez, participan por IGUAL. ¿Qué FRACCION le corresponde a GOMEZ en el TOTAL de los BENEFICIOS? ... ... ... ... ( )

89.—El AVE es al PESCADO como el AVION es a
1.—BARCO. 2.—YATE. 3.—SUBMARINO. 4.—CACHALOTE.
5.—BALLENA ... ... ... ... ... ... ... ... ... ... ... ... ... ... ... ( )

90.—Con las PALABRAS siguientes se puede CONSTRUIR una FRASE; si el SENTIDO expresado por ella es VERDADERO se anota una V al final, si es FALSO se anota una F.

TODO RECTANGULO DOS NO CATETOS TIENE TRIANGULO ... ( )



Tip. Antorcha - Tel. 46-10-12

( PRE-TEST A )

Colegio de America 2 mayo 1966

Encierre en un circulo la palabra que pronuncia el profesor.

Ejemplo: big (pig)
fat pick

1. able Mable
tackle table

2. won sun
soon red

3. course worse
horse house

4. bathe maybe
battle baby

5. books hooks
Luke box

6. bandana banker
banana believer

7. tall fall
bowl ball

8. another mother
brother sister

9. mouse house
moose hose

10. bat book
box fox

11. hag bag
back bake

12. letter laker
better lager

13. fat hate
had hat

14. butler butter
better bugler

15. watch wash
wage what

Apellido: _ _ _ _ _ _ _ _ _ _ _

Colegio de América ( PRE-TEST B ) 2 mayo 1966

Apellido: Nombre:

**Encierre en un círculo la letra de la respuesta que pueda corresponder a la pregunta.**

**(Circle the letter of the response that could answer the question.)**

**Ejemplo:(What's your name?)**

a. I'm 12 years old.
b. Maria Cecelia.
c. I'm a student.

1. a. I'm very old.
   b. I'm very y oung.
   c. I'm thirteen.

2. a. Yes, I'm a cook.
   b. I like meat.
   c. Rice.

3. a. In Quito.
   b. At 1 P.M.
   c. Yes, I do.

4. a. Yes, he's a man.
   b. Yes, he is.
   c. He's my father.

5. a. I'm fine.
   b. How do you do.
   c. Yes, I am.

6. a. Yes, he does.
   b. Yes, he is.
   c. Yes, I am.

7. a. Yes, I am.
   b. You're fine.
   c. I'm fine.

8. a. Y es, I do.
   b. Yes, you do.
   c. No, I'm not.

9. a. No, that aren't.
   b. No, I'm not.
   c. No, it isn't..

10. a. I don't know.
    b. I'm not a doctor.
    c. Yes, I know.

11. a. Yes, I am.
    b. Yes, you are.
    c. Yes, he is.

12. a. Yes, you are.
    b. Yes, he is.
    c. Yes, I am.

13. a. No, I'm not.
    b. No, he isn't.
    c. No, you aren't.

14. a. Yes, you are.
    b. Yes, he is.
    c. Yes, I am.

15. a. No, he doesn't.
    b. No, she doesn't.
    c. No, she don't.

16. a. Yes, it's your pen.
    b. Yes, it's this pen.
    c. Yes, it's my pen.

17. a. Yes, he's my uncle.
    b. Yes, he's your uncle.
    c. Yes, he's his uncle.

18. a. Yes, it's the table.
    b. Yes, it's table.
    c. Yes, it's a table.

## PRE-TEST B

The questions asked orally were as follows:

Example: What's your name?

1. How old are you ?
2. What can you cook ?
3. Where do you live ?
4. Who's that man ?
5. How do you do !
6. Is Mr. Brown well ?
7. How are you this morning ?
8. Do you understand lesson 5 ?
9. Is that your book ?
10. Is he a doctor ?
11. Am I his teacher ?
12. Are y ou an Engineer ?
13. Is Mr. Brown a lawyer ?
14. Are you a farmer ?
15. Does she know your name ?
16. Is this your pen ?
17. Is that man your uncle ?
18. Is that a table ?

POST-TEST 1 May 31, 1966

Apellido: _____ Nombre: _____

Su grupo, Rosas o Violetas: _____

A. Ponga la palabra (s) que falta(n) para hacer negativa la oracion.

Ejemplo: Tom _ISN'T_ a doctor.

1. You _____ my friend.
2. Sam _____ here.
3. Mr. Brown _____ a farmer.
4. I _____ at home.
5. We _____ at school.
6. You _____ at home.
7. The boy _____ a student.
8. Miss Lee _____ a nurse.
9. I _____ a lawyer.
10. They _____ at home.

B. Cambie a la forma interrogativa.

Ejemplo: Mr. Mooney's afarmer. IS MR. MOONEY A FARMER ?

11. We're friends. _____
12. She's a teacher. _____
13. They're at home. _____
14. I'm your friend. _____
15. Mr. Brown's a doctor. _____
16. You're at home. _____
17. I'm in class. _____
18. You're a doctor. _____
19. We're in the library. _____
20. He's your teacher. _____

C. Conteste con la respuesta acortada (short answer).

Ejemplo: Is Mr. Mooney a farmer? YES, HE IS.

21. Are you a teacher? No, _____
22. Are they at home ? No, _____
23. Is she a nurse ? No, _____
24. Am I your doctor? No, _____
25. Is Mr. Shaw a doctor? No, _____
26. Is she at school? Yes, _____
27. Are Tom and Dick there? Yes, _____
28. Is Mr. Harrington a policeman? Yes, _____
29. Are you my student? Yes, _____
30. Am I your lawyer ? Yes, _____

POST-TEST 2

Apellido:_ _ _ _ _ _ _ _ _ _ _ _ _ Nombre: _ _ _ _ _ _ _ _ _ _ -

Rosas o violetas ? _ _ _ _ _ _ _ _ _ _ _ America _ 17 de junio '66

A. Ponga " a " o " some " .

1. I see _ _ _ _ boys.
2. I see _ _ _ _ girl.
3. I see _ _ _ _ farmer.
4. I see _ _ _ _ bananas.
5. I see _ _ _ _ students.
6. I see _ _ _ _ man.
7. I see _ _ _ _ women.
8. I see _ _ _ _ doctor.

B. Ponga " a " donde sea necesario.

9. He's _ _ _ dentist.
10. They're _ _ _ students.
11. We're _ _ _ friends.
12. She's _ _ _ teacher.
13. Tom's _ _ _ student.
14. You're _ _ _ men.

C. Cambie a la forma negativa.

Ejemplo: This is a mango. THIS ISN'T A MANGO.

15. This is my pen. _ _ _ _ _ _ _ _ _ _ _ _ _
16. That's Mr. Mooney. _ _ _ _ _ _ _ _ _ _ _ _ _
17. That's a chair. _ _ _ _ _ _ _ _ _ _ _ _ _ _
18. This is Mrs. Brown. _ _ _ _ _ _ _ _ _ _ _ _ _ _

D. Encierre en un círculo la forma correcta del verbo.

Ejemplo: I ( walk - walks ) a lot.

19. Mr. Mooney ( walk - walks ) a lot.
20. We ( swim - swims ) a lot.
21. Sam (jump - jumps ) a lot.
22. He ( run - runs ) a lot.
23. You ( shout - shouts) a lot.
24. They ( laugh - laughs ) a lot.
25. The girl (talk -talks ) a lot.
26. I ( sew - sews ) a lot.

E. Cambie a la forma interrogativa. Ejemplo: This is a mango.
Is this a mango ?

27. That's Mr. Shaw. _ _ _ _ _ _ _ _ _ _ _ _ _
28. This is my pen. _ _ _ _ _ _ _ _ _ _ _ _ _
29. Mary laughs a lot. _ _ _ _ _ _ _ _ _ _ _ _
30. The women talk a lot. _ _ _ _ _ _ _ _ _ _
31. Tom smiles a lot. _ _ _ _ _ _ _ _ _ _ _ _
32. The boy swims a lot. _ _ _ _ _ _ _ _ _ _ _
33. I shout a lot. _ _ _ _ _ _ _ _ _ _ _ _ _
34. They cook a lot. _ _ _ _ _ _ _ _ _ _ _ _
35. This is your friend. _ _ _ _ _ _ _ _ _ _ _
36. That's my book. _ _ _ _ _ _ _ _ _ _ _ _

Examen de inglés - trimestral

( Post-test 3 )

Apellido:_ _ _ _ _ _ _ _ _ _ _ _ _nombre: _____ [illegible]

Rosas o violetas: _ _ _ _ _ _ _ _ _ _ _ 30 junio 1966.

I Ponga el numero de la frase española al lado de la frase en en ènglés que corresponda.

| | | |
|---|---|---|
| farmer | | 1. aquí |
| lawyer | | 2. allâ |
| housewife | _ _ | 3. ama de casa |
| HERE | _ _ _ | 4. enfermera |
| (to) shout | _ _ _ | 5. agricultor |
| (to) sew | _ _ _ | 6. abogado |
| a lot | _ _ _ | 7. mucho |
| Good for you. | _ _ _ | 8. también |
| | | 9. Vd. está bien. |
| | | 10. Bravo. |
| | | 11. sonreir |
| | | 12. coser |
| | | 13. gritar |

IIX Ponga la forma debida de " be " (is - am - are ) en su lugar correspondiente.

| | | | |
|---|---|---|---|
| Mr. Brown | _ _ _ at home. | You | _ _ _ at home. |
| I | _ _ _ at home. | The boys | _ _ _ at home. |
| The men | _ _ _ at home. | She | _ _ _ at home. |
| The farmer | _ _ _ at home. | Henry | _ _ _ at home. |

III Ponga " a " cuando sea necesario.

| | | | |
|---|---|---|---|
| He's | _ _ doctor. | This is | _ _ chalk. |
| They're | _ _ students. | You're | _ _ men. |
| She's | _ _ woman. | | |

IV Cambie a la forma negativa.

Ejemplo: I'm a nurse. I'M NOT A NURSE.

She's a teacher. _ _ _ _ _ _ _ _ _ _ _ _

That's a mango.

We're students

He's at school.

You're my friend.

(Post-test 3)

V Encierre en un circulo la forma correcta del verbo.

Tom ( run - runs ) a lot.

You ( smile - smiles ) a lot.

We ( laugh - laughs ) a lot.

The boy ( jump - jumps ) a lot.

She ( talk - talks ) a lot.

The girls ( cook - cooks ) alot.

Jack can ( swim - swims ) in the ocean.

You can ( [illegible] swim - swims ) in the ocean.

We [illegible] ( shout - shouts ) a lot.

She can ( sew - sews ) a little.

VI Cambie a la forma i nterrogativa.

Ejemplo: This is my pen. IS_THIS MY_PEN_?

That's Mr. Mooney. _ _ _ _ _ _ _ _ _ _ _ _

You're a doctor.

Helen can cook.

They laugh a lot.

The boys are here.

She's a nurse.

I'm your friend.

The girls smile a lot.

This is a mango.

They're in the library.

Sam runs a lot.

I'm a lawyer.

We walk a lot.

She smiles a lot. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

POST-TEST 4 July 23,1966

Colegio de América

Apellido: _ _ _ _ _ _ _ _ _ _ Nombres:_ _ _ _ _ _ _ _ _ _ _ _

Rosas o Violetas? _ _ _ _ _ _ _ _ _ _ _

A. Llene el espacio con la forma negativa que corresponda.

<u>am not</u> - <u>isn't</u> - <u>aren't</u> <u>don't</u> - <u>doesn't</u>

1. I _ _ _ _ _ a doctor.
2. I _ _ _ _ _ sing.
3. He _ _ _ _ _ at home.
4. They _ _ _ _ _ hungry.
5. Helen _ _ _ _ _ swim.
6. Tom _ _ _ _ _ tired.
7. We _ _ _ _ _ happy.
8. The boys _ _ _ _ _ smile.
9. You _ _ _ _ _ talk a lot.
10. The girl _ _ _ _ _ cook.

B. Encierre en un círculo la letra de la oración que sea correcta.

11. a. We laugh.
    b. We laughs.
    c. We laugh it.
12. a. He wants milk.
    b. He want milk.
    c. He want.
13. a. You have.
    b. You has a car.
    c. You have a car.
14. a. She knows Tom.
    b. She know Tom.
    c. She know.
15. a. They swims.
    b. They swim.
    c. They swim Mary.
16. a. She sleepy.
    b. She can sleepy.
    c. She is sleepy.
17. a. I likes chicken.
    b. I like chicken.
    c. I like.
18. a. Sam at school.
    b. Sam is.
    c. Sam is at school.
19. a. Do you have a car?
    b. Do you has a car?
    c. Is you have a car?
20. a. Do he like coffee?
    b. Is he like coffee?
    c. Does he like coffee?
21. a.. Are the boys at school?
    b. Do the boys at school?
    c. Can the boys at school?
22. a. Does Sam like coffee?
    b. Does Sam likes coffee?
    c. Is Sam like coffee?
23. a. Can he swim?
    b. Is he swi m ?
    c. Can he swims ?
24. a. Does she angry?
    b. Is she angry?
    c. Can she angry?
25. a. Do you a student?
    b. Can you a student?
    c. Are you a student?
26. a. Is your name Sam?
    b. Does your name Sam?
    c. Do your name Sam?
27. a. Is Henry smile ?
    b. Do Henry smiles ?
    c. Can Henry smile ?
28. a. I'm not swim.
    b. I aren't swim.
    c. I can't swim.
29. a. Does Tom here?
    b. Can Tom here?
    c. Is Tom here?
30. a. Does this a mango?
    b. Can this a mango?
    c. Is this a mango ?

C. Encierre en un círculo la letra de la palabra o frase que completa la oración correctamente.

Ejemplo: Mr. Shaw is _ _ _ _ .
a. swim
b. a teacher
c. teachers

31. My friend is _ _ _ _ .
a. a lot
b. jumps
c. angry

32. Susie likes _ _ _ _ .
a. a lot
b. rice
c. happy

33. Tom can _ _ _ _ .
a. sleepy
b. at home
c. jump

34. Mr. Brown is _ _ _ _ .
a. in the morning.
b. here
c. smile

35. I laugh _ _ _ _ .
a. a lot
b. coffee
c. hungry

36. I'm _ _ _ _ .
a. at 5 o'clock
b. swim
c. thirsty

D. Llene el espacio con el pronombre que corresponda a la palabra subrayada. HE HIM HER SHE THEY THEM IT

37. Do you like Mr. Mooney? Yes, I like _ _ _ _ .
38. Do you like Susie ? Yes, I like _ _ _ _ .
39. Do you like tea ? Yes, I like _ _ _ _ .
40. Do you like bananas ? Yes, I like _ _ _ _ .

E. Encierre en un círculo la letra de la pregunta correcta que corresponda a la oración de arriba.

Ejemplo: Jack has money.
a. Who has Jack money ?
b. Who has money ?
c. Has money who ?

41. Tom is here.
a. Who is here ?
b. Is who here ?
c. Is here who ?

42. Sam can swim.
a. Can who swim ?
b. Who can swim ?
c. Who can Sam swim ?

43. Bill likes Mary.
a. Who does Mary like ?
b. Who likes Mary ?
c. Who Bill likes Mary ?

44. Someone is at home.
a. Who is someone at home?
b. Is who at home ?
c. Who is at home ?

45. My friend wants coffee.
a. Who wants coffee ?
b. Who my friend wants ?
c. Wants who coffee ?

46. His address is 110 Main Street.
a. What his address is ?
b. What is his address ?
c. Is his address what ?

47. That's a mango.
a. What's that a mango ?
b. What that is ?
c. What is that ?

48. I can cook meat.
a. What can you cook ?
b. What you can cook ?
c. What can cook you ?

49. Tom wants money.
a. What Tom wants ?
b. What wants Tom ?
c. What does Tom want ?

50. You like chicken.
a. What you like ?
b. What do you like ?
c. What like you ?

# APPENDIX B

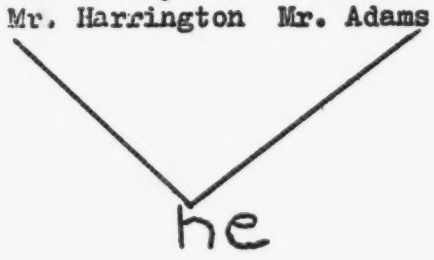
# SAMPLE INSTRUCTIONAL MATERIALS

## INDEX OF CONTENTS


| Lesson | |
|---|---|
| 1 - 5 | BE + NOM (He's a farmer.) |
| 6 | BE + LOC (Sam's here.) |
| 7 - 8 | INTERROG. TRANSFORMS BE + NOM + NOM<br>BE + NOM + LOC |
| 9 | Deletion in Short Answers - Yes, he is. |
| 11 - 13 | Negative of BE BE + NOT |
| 14 - 15 | Plural Pronouns - We - You - They |
| 16 - 17 | Sing./Plural; "a" vs. "some"<br>a student vs. -- students |
| 19 - 20 | this thing/person → this that thing/person → that |
| 21 | this (thing) → it |
| 22 | NOM + PRES + verb → I swim<br>verb + S → walks |
| 23 - 24 | does/do as dummy (empty marker) |
| 25 - 26 | do/does in short answers |
| | Review of Questions |
| 27 | be vs. do/does + verb |
| 28 - 29 | CAN I can swim./Can you swim?<br>Yes, I can. |
| 30 - 33 | doesn't/don't Also in short answers. |
| 34 - 35 | can't |
| 36 - 37 | BE + Adj. |
| 38 | Neg. of BE vs. don't/doesn't and can't |
| 39 - 40 | Verb Phrase verb + NOM (like coffee) |
| 41 | Obj. pronouns him/her/it/them |
| 42 | Who - subj. position Someone → who |
| 43 | Is your name Tom? Yes, it is. |
| 44 | WH trans. What - object something → what |

Colegio de America  Lesson one.

Tom  Dick
Sam  Jack
Henry
Mr. Shaw  Mr. Johnson
Mr. Mooney  Mr. Brown
Mr. Harrington  Mr. Adams




Susie  Ann
Lynda  Mary
Helen
Miss Lee  Miss Nelson
Mrs. Brown  Mrs. Adams
Mrs. Harrington

Comentario:
1. "he" representa el genero maculino.
2. "she" representa el genero femenino.
3. Estos nombres y pronombres representan la 3ª persona del singular.

D I A L O G S :

a) "Who is she?"

I saw Miss Lee.
- - Miss Lee ? Who is she?
She's my teacher.

b) "I saw Mr. Shaw."

I saw Mr. Shaw.
- - Mr. Shaw ? Who is he ?
He's my teacher.

New vocabulary: Who is .....?
saw
my teacher

WRITTEN ASSIGNMENT: Haga de acuerdo a los ejemplos.(Follow the examples.)

I saw Sam.  Who is he ?
I saw Helen  Who is she ?
I saw Dick.
I saw Mr. Shaw.
I saw Miss Nelson.
I saw Jack.
I saw Mr. Harrington.
I saw Ann.
I saw Miss Lee.
I saw Mr. Brown.
I saw Mr. Johnson.
I saw Mrs. Brown.
I saw Mrs. Adams.
I saw Mr. Adams.
I saw Mrs. Harrington.

Lesson two. Colegio de America

Vocabulary: Introduction to "Chart 1." .

| | | |
|---|---|---|
| (a/the) fármer | (a/the) dóctor | (a/the) déntist |
| (a/the) téacher | (a/the) stúdent | (a/the) nurse |
| (a/the) políceman | (a/the) láwyer | (a/the) hóusewife |

Dialog:

Sam: Hello. I'm a student.

Miss Lee: Hello Sam. I'm Miss Lee. I'm a teacher.

Sam: Mr. Shaw is a teacher too. He's my teacher.

New vocabulary: " too " He's a teacher too.

GRAMMAR - Part I

Observe el uso de " is, am, are " .

| | | |
|---|---|---|
| Mr. Mooney | IS | a farmer. |
| Miss Lee | IS | a teacher. |
| He | IS | a farmer. |
| She | IS | a teacher. |
| I | AM | a student. |
| You | ARE | a teacher. |

Comentario:

1. "is, am, are " son formas del presente de " BE ".
2. Las formas del presente de " BE " se amplean así :
   " is " con la 3a persona del singular.
   " am " con " I " (1a persona del singular)
   " are " con " you " (2a persona del singular)

Grammar - Part II

Observe las formas abreviadas (reducidas):

| | |
|---|---|
| Mr. Mooney is a farmer.<br>Mr. Mooney's a farmer. | I am a teacher.<br>I'm a teacher. |
| He is a farmer.<br>He's a farmer. | |
| She is a teacher.<br>She's a teacher. | You are a student.<br>You're a student. |

Comentario:

1. he is = he's I am = I'm you are = you're
2. Estas formas son muy comunes en el inglés hablado y escrito.

## Lesson one.

**Instrucciones:**

La flecha -----> signifa "se puede representar como"

3a persona del singular -----> 3PS

3PS -----> Tom, Ann, he, she, etc.

Tom, Dick, Mr. Shaw, etc. -----> he

Ann, Susie, Miss Lee, etc. -----> she

## Lesson two.

**Instrucciones:**

| | | | |
|---|---|---|---|
| | Presente | -----> | PRES |
| | Presente de "be" | -----> | PRES-BE |
| | PRES-BE | -----> | is, am, are |
| 3PS + | PRES-BE | -----> | He (she) is |
| I + | PRES-BE | -----> | I am |
| You + | PRES-BE | -----> | You are |

Nota: El símbolo "PRES" es solo una categoría de la gramática. Es decir, no se refiere necesariamente al tiempo de "ahora".

DIALOG:

Does Tom swim?
- - Yes, he swims.
Does Mary swim too?
- - Yes, she swims a lot.

New Vocabulary: " a lot "  She swims a lot.
He runs a lot.
She laughs a lot.

Grammar:

Observe el uso de " does "

| | |
|---|---|
| Tom | swims. |
| Does Tom | swim? |
| Mary | laughs. |
| Does Mary | laugh? |

Comentario:

1. "does" se emplea con los verbos para formar interrogativas con la 3a. persona del singular.
2. Con "does" se emplea la forma sencilla del verbo (swim, laugh, etc.)
3. "does" está formado del presente ("do") más el " s " que concuerda con la 3a. persona del singular.

WRITTEN ASSIGNMENT: Follow the examples.

| | | |
|---|---|---|
| Tom walks. | Does Tom walk? | Yes, he walks. |
| Mary laughs. | Does Mary laugh? | Yes, she laughs. |
| Miss Lee smiles. | | |
| Dick runs a lot. | | |
| Sam jumps a lot. | | |
| The woman walks. | | |
| She walks. | | |
| The girl laughs. | | |
| The boy jumps a lot. | | |
| The man swims. | | |
| Henry smiles a lot. | | |
| Sam runs a lot. | | |

. Instrucciones: America 23.

| | | |
|---|---|---|
| verbo | ----> | run, jump, walk, shout, etc. |
| PRES | ----> | do |
| PRES + 3PS | ----> | do + -s |
| do + -s | ----> | does |

Nota: El símbolo "PRES" representa el elemento que lleva "Presente".

Análisis:

NOM + PRES + verbo

| | | |
|---|---|---|
| 3PS + PRES + swim | ----> | Tom swims. |
| > Interrogativa | | |
| PRES + 3PS + swim | ----> | Interrogativa |
| [ ] + Tom + swim | | |
| do + -s + Tom + swim | | |
| does + Tom + swim | ----> | Does Tom swim? |

DIALOG: América 44.

Do you want some coffee?
- - No, thank you.
Do you want some milk?
- - No, thanks.
You want <u>something</u>. What <u>do</u> you want?
- - I'm hungry. I want chicken.
I'm sorry. I don't have chicken.

New Vocabulary:
- something

GRAMMAR: Observe el uso "what"

| | |
|---|---|
| Is your name Jack? | No, it isn't. |
| What is your name? | (It's) Tom. |
| Can you cook something? | Yes, I can. |
| What can you cook? | Rice. |
| Do you like soup? | No, I don't. |
| What do you like? | Chicken. |

Observaciones:

1. "what" se coloca en primera posición en interrogativas.
2. "what" se refiere a cosas (abstractas o concretas).

Additional examples:

| | |
|---|---|
| What's your address? | 110 Main Street. |
| What's your phone number? | It's 20461. |
| What's this? | A mango. |
| What's that? | A banana. |
| What can you sing? | Happy Birthday. |
| What do you want? | Some money. |
| What does he have? | Some mangos. |

WRITTEN ASSIGNMENT. Follow the examples.

| | A. | B. |
|---|---|---|
| Is your name Jack?<br>- Tom | No, it isn't.<br>It's Tom. | What is your name? |
| Can you cook soup?<br>- rice | No, I can't.<br>I can cook rice. | What can you cook? |
| Do you like spaghetti?<br>- chicken | No, I don't.<br>I like chiken. | What do you like? |

**Instrucciones:** **América 44.**

alguna cosa — something

palabra interrogativa ----> [Q ?]

[Q ?] (something) ----> what

**Analisis:**

your name + is + something ----> declarativa (afirmativa)

is + your name + something ----> interrogativa

is + your name + [Q ?]

is + your name + what

what + is + your name ----> What's your name?

---

you + can + cook + something --> declarativa

can + you + cook + something --> interrogativa

can + you + cook + [Q ?]

can + you + cook + what

what + can + you + cook ---> What can you cook?